

9

-YEAR PROGRAM
*Classroom
Assessment
Materials*

Spanish

LANGUAGE and CULTURE

[GRADE] 4

2008

Alberta
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Spanish Language and Culture Nine-year Program



*Grade 4
Classroom Assessment
Materials*

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Classroom Assessment Materials

Grade 4

Spanish Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 4 outcomes in the Spanish Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 4 learning outcomes from the Spanish Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 4.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 4 outcomes from the *Applications* and *Global Citizenship* components in the Spanish Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

"The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

Assessment for Learning (formative assessment)	Assessment of Learning (summative assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

El Nuevo Estudiante / The New Student

Student's Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information <ul style="list-style-type: none"> a. share basic information; e.g., their name
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships <ul style="list-style-type: none"> a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information; e.g., name, age

Supporting Outcomes	
<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency <ul style="list-style-type: none"> a. engage in simple interactions, using short, isolated lexical phrases
<i>LC-3 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-3.4 social conventions <ul style="list-style-type: none"> a. imitate simple routine social interactions b. use basic social expressions appropriate to the classroom

Materials

- Visual supports on walls about greetings, feelings, asking and telling one's age

Alternative Assessment Task

You are a host of a school event; e.g., multicultural night or *Día de la Hispanidad* event. You greet Spanish speakers and performers at the door, in Spanish. You show them to their seats or describe where they are to go, using a map.

El Nuevo Estudiante / The New Student

Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Instructions

1. Find a partner. One person is the buddy, the other the new student. Switch roles afterward.
2. Plan and present a possible first meeting between the two students.

Sample dialogue

Buddy: *iHola! / Hello!*

New Student: *iHola! / Hello!*

Buddy: *¿Cómo estás? / How are you?*

New Student: *Estoy ___, gracias. ¿Y tú? / I am ___, thank you. How are you?*

Buddy: *Estoy ___, gracias. Me llamo ___. ¿Cómo te llamas? / I am ___, thank you. My name is ___. What is your name?*

New Student: *Me llamo ___. / My name is ____.*

Buddy: *¿Cuántos años tienes? / How old are you?*

New Student: *Tengo __ años. ¿Y tú? / I am ___ years old. How old are you?*

Buddy: *Tengo __ años. ¡Bienvenido a mi clase! / I am ___ years old. Welcome to the class!*

New Student: *¡Gracias! / Thank you!*

Buddy: *¡Adiós! / Good-bye!*

New Student: *¡Adiós! / Good-bye!*

Evaluation Tools

- Self-assessment Checklist
- Observation Checklist
- Self-assessment
- Peer Assessment

El Nuevo Estudiante / The New Student: **Self-assessment Checklist**

Nombre / Name: _____

Fecha / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1a I shared basic information about myself: - name - how I feel - age	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • I am pleased with how I ...
A-4.1a I exchanged a: - greeting - farewell	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
A-4.1b I introduced myself: - to someone new	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • I wish I would have ...
A-4.1c I learned information about someone else: - name - how they feel - age	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
LC-2.3a I had: - a conversation with someone, in Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • If I could do this again, I ...
LC-3.4a In this social interaction, I: - pretended that I was meeting someone new	<input type="checkbox"/>	<input type="checkbox"/>	
LC-3.4b In this social interaction, I: - used polite expressions, including <i>thank you</i> and <i>you are welcome</i>	<input type="checkbox"/>	<input type="checkbox"/>	

El Nuevo Estudiante / The New Student: Observation Checklist

Fecha / Date: _____

Criteria: A-1.1a, A-4.1a, A-4.1b, A-4.1c The student shares/exchanges personal information, greetings and farewells with a new acquaintance			
Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
Considerations for future planning			

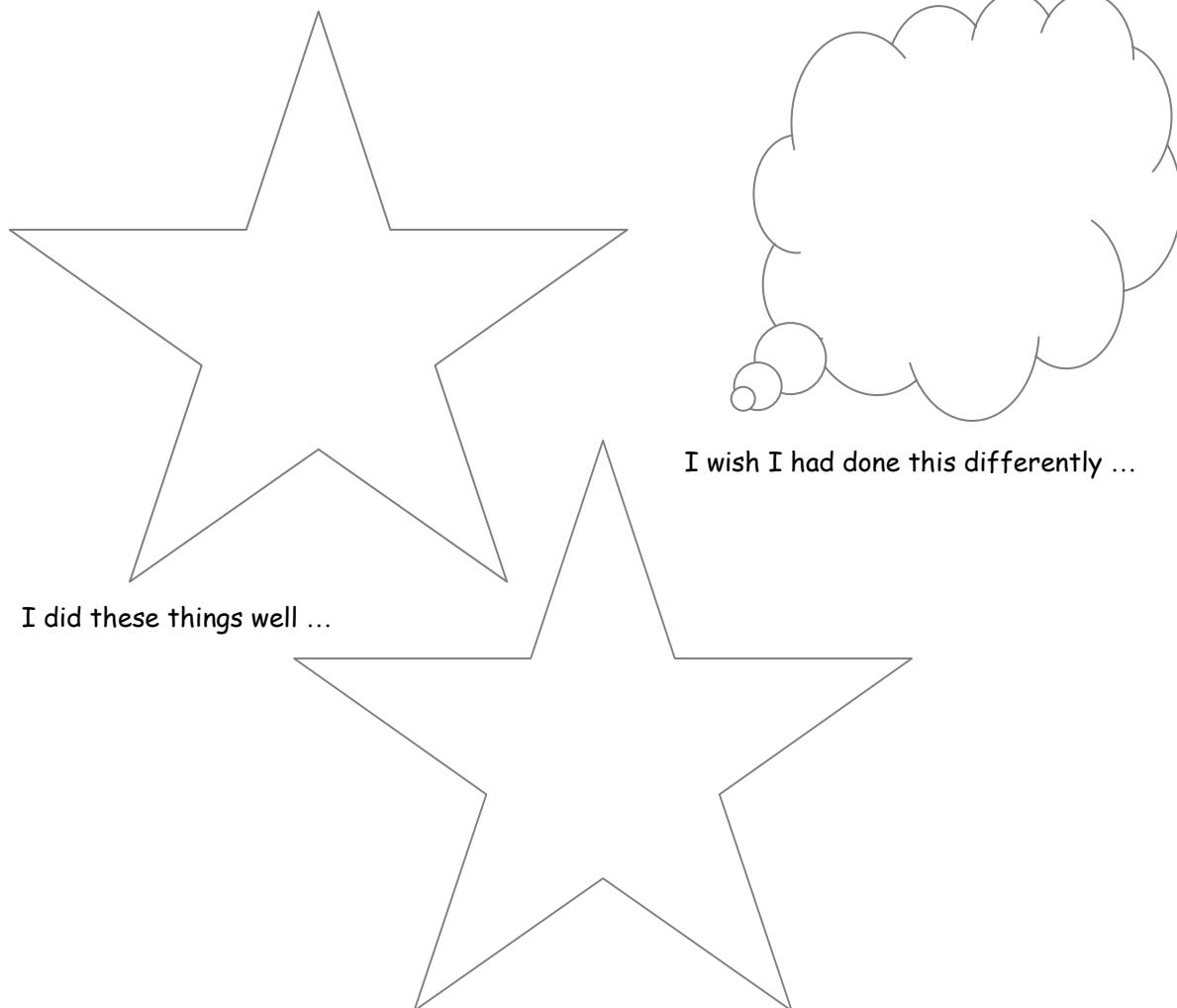
El Nuevo Estudiante / The New Student: Self-assessment

Nombre / Name: _____

Fecha / Date: _____

A-1.1a, A-4.1c, LC-3.4b

Exchanging Basic Information with Someone New



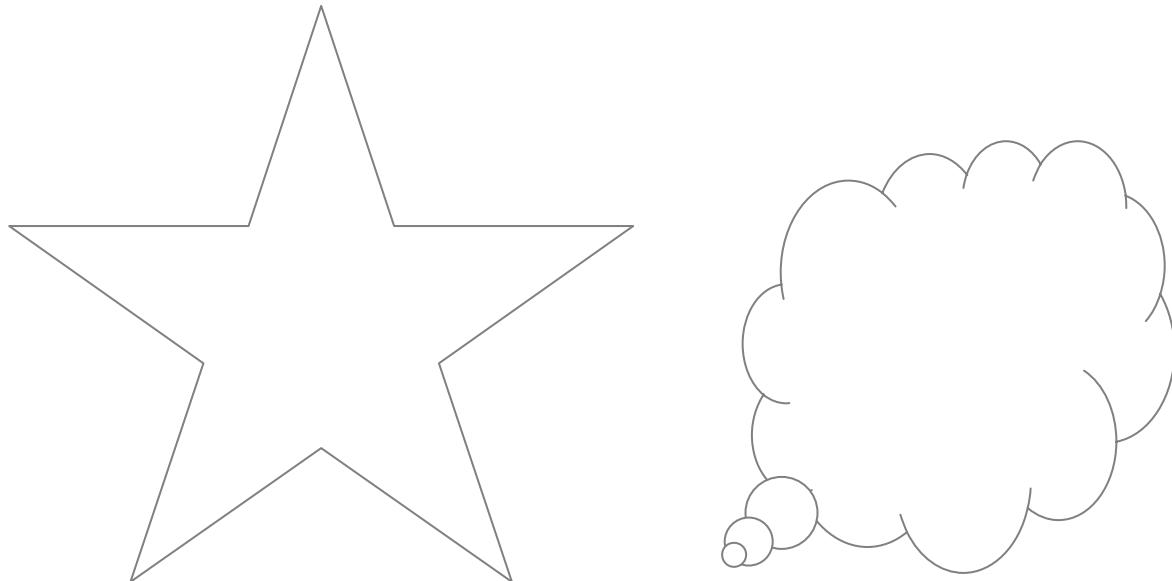
El Nuevo Estudiante / The New Student: Peer Assessment

Nombre / Name: _____

Fecha / Date: _____

A-1.1a, A-4.1c, LC-3.4b
Exchanging Basic Information with Someone New

Some advice for next time ...



I really liked how you did this ...

Familia Imaginaria / Imaginary Family

Student's Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Spanish-speaking admirers.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information b. identify people, places and things

Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology a. pronounce some common words and phrases comprehensibly
<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.2 oral production a. produce simple oral words and phrases in guided situations <input type="checkbox"/> LC-2.5 written production a. produce simple written words and phrases in guided situations <input type="checkbox"/> LC-2.7 representation a. use visuals and other forms of nonverbal communication to express meaning in guided situations
<i>LC-3 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-3.1 register a. experience formal and informal situations

Materials

- Visual supports; e.g., wall charts, picture dictionaries and pattern sentences

Alternative Assessment Task

Present a photograph of your real family to a group of classmates so they can recognize them at an upcoming school event; e.g., dance, picnic, winter concert.

Familia Imaginaria / Imaginary Family

Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Spanish-speaking admirers.

Instructions

1. Create your imaginary family on a poster, family tree or in a photograph album. Use photographs, drawings and pictures from magazines or the computer.
2. Label all members of your imaginary family by name and title; e.g., *George—Mi padre / George—My father*.
3. Present your family to your classmates. Tell each member's name and his or her relationship to you.

Sample presentation

- *Hola. / Hello.*
- *Esta es mi familia. / This is my family.*
- *Aquí estoy yo. Me llamo _____. / This is me. My name is _____.*
- *Este es mi padre. Se llama _____. / This is my father. His name is _____.*
- *Esta es mi madre. Se llama _____. / This is my mother. Her name is _____.*
- *Este es mi hermano. Se llama _____. / This is my brother. His name is _____.*
- *Esta es mi hermana. Se llama _____. / This is my sister. Her name is _____.*
- *Este es mi abuelo. Se llama _____. / This is my grandfather. His name is _____.*
- *Esta es mi abuela. Se llama _____. / This is my grandmother. Her name is _____.*
- *Este es mi perro. Se llama _____. / This is my dog. Its name is _____.*
- *Yo quiero mi familia. Muchas gracias. / I love my family. Thank you very much.*

Evaluation Tools

- Self-assessment Checklist
- Peer Assessment
- Rubric

***Familia Imaginaria / Imaginary Family:
Self-assessment Checklist***

Nombre / Name: _____

Fecha / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
<p>A-1.1b, LC-2.5a I identified all my family members by name and title, in writing, in sentences: - mother <input type="checkbox"/> <input type="checkbox"/> - father <input type="checkbox"/> <input type="checkbox"/> - sister <input type="checkbox"/> <input type="checkbox"/> - brother <input type="checkbox"/> <input type="checkbox"/> - grandfather <input type="checkbox"/> <input type="checkbox"/> - grandmother <input type="checkbox"/> <input type="checkbox"/> - others: _____</p>			
<p>A-1.1b, LC-2.2a I identified all my family members by name and title, orally, in sentences: - mother <input type="checkbox"/> <input type="checkbox"/> - father <input type="checkbox"/> <input type="checkbox"/> - sister <input type="checkbox"/> <input type="checkbox"/> - brother <input type="checkbox"/> <input type="checkbox"/> - grandfather <input type="checkbox"/> <input type="checkbox"/> - grandmother <input type="checkbox"/> <input type="checkbox"/> - others: _____</p>			
<p>LC-2.7a I used visuals to represent my family. - All family members are included <input type="checkbox"/> <input type="checkbox"/> - Each one is clearly represented <input type="checkbox"/> <input type="checkbox"/></p>			
<p>LC-2.2a, LC-3.1a I spoke clearly during my oral presentation. - People could understand me <input type="checkbox"/> <input type="checkbox"/> - I spoke loud enough <input type="checkbox"/> <input type="checkbox"/> - I varied my voice <input type="checkbox"/> <input type="checkbox"/></p>			
<p>Please notice this about my imaginary family ...</p>			

Familia Imaginaria / Imaginary Family: Peer Assessment

Students can choose one of the following criteria to make a positive comment:
(A-1.1b, LC-2.5a)

Fecha / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Querido(a) / Dear _____,

When you presented your imaginary family, I noticed that you ... ☺

From _____

Fecha / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Querido(a) / Dear _____,

When you presented your imaginary family, I noticed that you ... ☺

From _____

Fecha / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Querido(a) / Dear _____,

When you presented your imaginary family, I noticed that you ... ☺

From _____

Fecha / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Querido(a) / Dear _____,

When you presented your imaginary family, I noticed that you ... ☺

From _____

Familia Imaginaria / Imaginary Family: Rubric

Fecha / Date: _____

Level: 4 - WOW!
independently identifies family members, orally and in writing, with an accuracy that enhances comprehension

3 - Yes!
requires minimal assistance to identify family members, with few errors

2 - Yes, but
requires occasional support to identify family members, with frequent errors that make comprehension difficult

1 - No, but
requires continual prompting to identify family members, with many errors that interfere with comprehension

Student	Criteria Level	A-1.1b identified people in a family, orally				LC-2.2a produced simple words about the family, orally				LC-2.5a produced simple phrases about the family, in writing				LC-1.1a pronunciation is comprehensible			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1.																	
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Considerations for future planning

Hora de Cuentos / Story Time

Student's Performance Task Description

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Spanish books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

Principal Outcomes

A-2 To express emotions and personal perspectives

- A-2.1 share ideas, thoughts, opinions, preferences**
 - b. express a personal response; e.g., respond to a song or story
- A-2.2 share emotions, feelings**
 - a. respond to and express basic emotions and feelings

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.5 written production**
 - a. produce simple written words and phrases in guided situations

Materials

- Books, videos, stories and songs in Spanish

Alternative Assessment Task

You are helping your teacher plan for next year. Choose a Spanish story or video that you have read or seen from this year and review it. Did you like it? Why or why not? Draw a picture and write several words that describe the problem in the story. Would you recommend that it be used again next year?

Hora de Cuentos / Story Time

Performance Task Description

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Spanish books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

Instructions

1. Choose a children's book, story, song or video. Read, watch or listen to it.
2. Respond to the book, story, song or video by:
 - writing a few words, in Spanish, about how you feel
 - writing why you feel that way, in your first language
 - drawing a picture
 - writing a few words or sentences, in Spanish, describing a problem or a main event.

Evaluation Tools

- Self-assessment and Teacher Feedback
- Rubric

Hora de Cuentos / Story Time:
Self-assessment and Teacher Feedback

Nombre / Name: _____

Fecha / Date: _____

Title _____

Author _____

Type of Material _____

How I Feel ... A-2.2a, LC-2.5a

I feel...

because...

Self-assessment

In my personal response, I ...

Teacher Feedback

I can see from your personal response that ...

Hora de Cuentos / Story Time: Rubric

Nombre / Name: _____

Fecha / Date: _____

Title _____

Author _____

Level The student ...	Meets Standard of Excellence	Approaches Standard of Excellence	Meets Acceptable Standards	Approaches Acceptable Standards
A-2.1b • expresses personal response to a story or song	expresses a response that is clear and is related to personal experience	expresses a response that is related and related to personal experience	expresses a basic response that is somewhat related to personal experience	expresses a response that is unclear and unrelated to personal experience
A-2.2a • responds to and expresses basic emotions and feelings	shows a clear response to and expression of the mood and feelings evoked by the material	shows a response to and expression of the mood and feelings evoked by the material	shows a basic response to and expression of the mood and feelings evoked by the material	shows little or no response to or expression of the mood and feelings evoked by the material
LC-2.5a • produces simple words and phrases in guided situations	writes text in Spanish that is very appropriate and correctly completed, with little guidance	writes text in Spanish that is appropriate and correctly completed, with some guidance	writes text in Spanish that is mostly appropriate and completed, with guidance	writes text in Spanish that is inappropriate or incomplete

Comments

Pizza Loca / Silly Pizza

Student's Performance Task Description

You are a waiter in a new pizza restaurant called *La Pizza Loca*. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Principal Outcomes

A-3 To get things done

- A-3.1 guide actions of others**
 - a. indicate basic needs and wants; e.g., using gestures
 - b. give and respond to simple oral instructions or commands
- A-3.2 state personal actions**
 - a. respond to offers, invitations and instructions
 - b. ask or offer to do something; e.g., classroom tasks

Supporting Outcomes

A-2 To express emotions and personal perspectives

- A-2.1 share ideas, thoughts, opinions, preferences**
 - a. express simple preferences

LC-2 Interpret and produce texts

- LC-2.3 interactive fluency**
 - a. engage in simple interactions, using short, isolated lexical phrases

LC-4 Apply knowledge of how discourse is organized, structured and sequenced

- LC-4.3 patterns of social interaction**
 - a. respond using very simple social interaction patterns; e.g., question-answer, greeting-response

Materials

- Visuals for pizza toppings; e.g., pictures from magazines, flyers, picture cards
- Round cardboard pizza forms

Alternative Assessment Task

Your Spanish class is having a pizza party. Your teacher needs to know what kinds of pizza to order. You tell your teacher what your favourite toppings are, in Spanish. *¡Buen provecho!* Enjoy the pizza!

Pizza Loca / Silly Pizza

Performance Task Description

You are a waiter in a new pizza restaurant called *La Pizza Loca*. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Instructions

1. Greet the customer, holding a pizza crust.
2. Choosing one visual at a time, ask the customer if he or she would like what you have chosen for the pizza.
3. If the answer is yes, place the item on the pizza.
4. If the answer is no, continue offering the customer other choices until the pizza is complete.
5. The pizza should have at least three toppings.

Sample dialogue

Waiter: *¡Hola! ¿Cómo estás hoy? / Hello! How are you today?*

Customer: *Estoy _____, gracias. ¿Y tú? / I am _____, thank you. How are you?*

Waiter: *Estoy _____, gracias. ¿Te gusta la pizza? / I am _____, thank you.
Do you like pizza?*

Customer: *Sí, me gusta la pizza. / Yes, I like pizza.*

Waiter: *¿Te gusta _____ o _____ en la pizza? / Do you like _____ or _____ on pizza?*

Customer: *Me gusta _____ en mi pizza. / I like _____.*

When the pizza is complete, with the toppings chosen by the customer:

Waiter: *¡Bon appétit!/Aquí tienes tu pizza. ¡Buen provecho! / Here is your pizza.*

Customer: *¡Gracias! / Thank you!*

Evaluation Tools

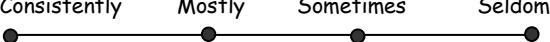
- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

Pizza Loca / Silly Pizza: Peer-assessment Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Compañero(a) / Partner: _____

Criteria	Peer Assessment	Evidence
A-3.1b <ul style="list-style-type: none"> give and respond to simple oral instructions or commands LC-2.3a <ul style="list-style-type: none"> engage in simple interactions, using short, isolated lexical phrases 	<p>When I was the customer, <u>my partner</u>, the waiter, was able to understand what I wanted and could carry on a conversation with me</p> <p>Consistently Mostly Sometimes Seldom</p> 	I know this because ...
A-3.1a <ul style="list-style-type: none"> indicate basic needs and wants A-2.1a <ul style="list-style-type: none"> express simple preferences LC-4.3a <ul style="list-style-type: none"> respond using very simple social interaction patterns 	<p>When I was the waiter, <u>my partner</u>, the customer, was able to tell me likes and dislikes and respond to my suggestions</p> <p>Consistently Mostly Sometimes Seldom</p> 	I know this because ...
A compliment I could offer my partner would be ...		
Some advice I could offer my partner for next time would be ...		

Pizza Loca / Silly Pizza: Self-assessment

Nombre / Name: _____

Fecha / Date: _____

<i>When I Was...</i>	<i>Looking Back...</i>	<i>Looking Ahead...</i>
<p>the customer ...</p> <p><u>Criteria</u></p> <p>A-2.1a • I expressed simple preferences LC-1.3a • I engaged in simple interactions</p>	<p>What did I do well?</p> <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p>the waiter ...</p> <p><u>Criteria</u></p> <p>LC-2.3a • I engaged in simple interactions A-3.2b • I made suggestions</p>	<p>What did I do well?</p> <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>

Pizza Loca / Silly Pizza: Observation Checklist

Fecha / Date: _____

Criteria: A-3.1a, LC-2.3a The student indicates basic wants through a simple oral interaction			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Pregunta / Just Ask

Student's Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.1 guide actions of others c. ask for permission
	<input type="checkbox"/> A-3.2 state personal actions b. ask or offer to do something; e.g., classroom tasks

Supporting Outcomes

<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.1 aural interpretation a. understand simple spoken sentences in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.2 interpretive a. use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension

Materials

- A class set of cards with *Sí / Yes* on one side and *No / No* on the other

Alternative Assessment Task

Ask your teacher, in Spanish, for permission to do different things, e.g., go to the bathroom, go to get a drink, throughout the week. Keep track of how many times in one week you asked these questions. Set goals for yourself and see if you meet them.

Pregunta / Just Ask

Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Instructions

1. Your teacher will give you a card with *Sí / Yes* on one side and *No / No* on the other.
2. Choose two to three Spanish questions from a brainstormed list that **ask permission to do** something and two to three other questions that **ask or offer to do** something.
3. Ask your classmates to answer the questions you have chosen.
4. If your classmates understand what has been asked, they will give you permission by showing the *Sí / Yes* card. If their classmates do not understand, they will deny you permission by showing the *No / No* card.
5. Keep track of the number of Yes and No answers you receive.

Sample requests for permission

- *¿Puedo beber agua por favor? / May I get a drink of water, please?*
- *¿Puedo ir al baño por favor? / May I go to the washroom, please?*
- *¿Me puedes prestar un lápiz por favor? / May I borrow a pencil, please?*
- *¿Puedo hablar en Inglés por favor? / May I speak English, please?*
- *¿Puedo borrar la pizarra por favor? / May I erase the board, please?*
- *¿Puedo pasar las hojas de papeles por favor? / May I hand out the papers, please?*

Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Self-assessment

Pregunta / Just Ask: Self-assessment Rating Scale

Nombre / Name: _____

Fecha / Date: _____

During the Just Ask game, I was able to ...**Criteria****Yes****Getting There****Not Yet**

A-3.1c • ask for permission



A-3.2b • ask or offer to do something



LC-2.1a • understand simple sentences



LC-2.2a • say simple words and phrases



S-2.2a • listen for key words



Pregunta / Just Ask: Observation Checklist

Fecha / Date: _____

Criteria: LC-2.1a, LC-2.2a The student understands and produces simple words and sentences			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Pregunta / Just Ask: Self-assessment

Nombre / Name: _____

Fecha / Date: _____

A-3.1c Questions I will ask PERMISSION		Tally Count YES NO		LC-2.2a How well did people understand me? Why?
1.				
2.				
3.				
A-3.2b Questions I will ask OFFER TO DO		Tally Count YES NO		LC-2.2a How well did people understand me? Why?
4.				
5.				
6.				
LC-2.1a When people asked me questions, I understood them ... <div style="text-align: center; margin-top: 10px;"> consistently usually sometimes seldom  </div> <p>I know this because ...</p>				

iQué Dilema! / Invitation Dilemma

Student's Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.2 state personal actions <ul style="list-style-type: none"> a. respond to offers, invitations and instructions
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.3 solve problems <ul style="list-style-type: none"> a. experience problem-solving situations in the classroom
Supporting Outcomes	
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships <ul style="list-style-type: none"> a. exchange greetings and farewells c. exchange some basic personal information; e.g., name, age
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology <ul style="list-style-type: none"> a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning
<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.1 aural interpretation <ul style="list-style-type: none"> a. understand simple spoken sentences in guided situations <input type="checkbox"/> LC-2.2 oral production <ul style="list-style-type: none"> a. produce simple oral words and phrases in guided situations <input type="checkbox"/> LC-2.3 interactive fluency <ul style="list-style-type: none"> a. engage in simple interactions, using short, isolated lexical phrases
Materials <ul style="list-style-type: none"> • A birthday card invitation 	

Alternative Assessment Task

You receive an e-mail invitation, in Spanish, to a friend's birthday party. Respond, through e-mail, and tell your friend that you either can or cannot make it to the party.

¡Qué Dilema! / Invitation Dilemma

Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Instructions

1. Greet a friend and respond to his or her announcement that it is his or her birthday today.
2. When the friend invites you to his or her birthday party, either accept or decline the invitation.

Sample dialogue

Student A: *iHola! / Hello!*

Student B: *iHola! / Hello!*

Student A: *¿Cómo estás? / How are you?*

Student B: *Estoy _____, gracias. ¿Y tú? / I am _____, thank you. How are you?*

Student A: *Estoy bien. ¡Hoy es mi cumpleaños! / I am happy. Today is my birthday!*

Student B: *¡Feliz cumpleaños! ¿Cuántos años tienes? / Happy Birthday! How old are you?*

Student A: *Tengo _____ años. Aquí tienes mi invitación para mi fiesta de cumpleaños. / I am _____ years old. Here is an invitation to my party.*

Student B: *Gracias. ¿Cuándo es? / Thank you. What date is your party?*

Student A: *Es _____ el _____ de _____. ¿Puedes venir? / It is _____ (day), _____ (month) _____ (date). Can you come?*

Student B: *¡Sí, gracias! O No, perdón. / Yes, thank you! OR No, I am sorry.*

Student A: *¡Fantástico! O ¡Qué pena! / Super! OR Too bad!*

Evaluation Tools

- Self-assessment
- Teacher Rating Scale
- Teacher Feedback

iQué Dilema! / Invitation Dilemma: Self-assessment

Nombre / Name: _____

Fecha / Date: _____

<i>When I ...</i>	<i>Looking Back ...</i>	<i>Looking Ahead ...</i>
invited a friend ... <u>Criteria</u> A-4.1a <ul style="list-style-type: none"> • I exchanged greetings and farewells A-4.1c <ul style="list-style-type: none"> • I exchanged basic personal information; e.g., <ul style="list-style-type: none"> - my name - my age 	What did I do well? I also noticed that I need help with ...	Next time, I will ...
received an invitation ... <u>Criteria</u> A-3.2a <ul style="list-style-type: none"> • I responded to invitations A-5.3a <ul style="list-style-type: none"> • I experienced a problem to solve; e.g., accepted or declined the invitation A-4.1a <ul style="list-style-type: none"> • I exchanged greetings and farewells A-4.1c <ul style="list-style-type: none"> • I exchanged basic personal information; e.g., <ul style="list-style-type: none"> - my name - my age 	What did I do well? I also noticed that I need help with ...	Next time, I will ...
I want others to notice ...		

iQué Dilema! / Invitation Dilemma:
Teacher Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-3.2a • responds to invitations	●	●	●	●
A-5.3a • experiences problem-solving situations	●	●	●	●
LC-1.1b • uses intonation to express meaning	●	●	●	●
LC-1.1a • pronounces some common words and phrases comprehensibly	●	●	●	●
LC-2.1a • understands simple spoken sentences in guided situations	●	●	●	●
LC-2.2a • produces simple oral words and phrases in guided situations	●	●	●	●
LC-2.3a • engages in simple interactions	●	●	●	●

Comments

¡Qué Dilema! / Invitation Dilemma: Teacher Feedback

The teacher comments on the following criteria:

A-3.2a responds to invitations

A-4.1a, A-4.1c exchanges greetings, farewells and basic personal information

LC-1.1a uses comprehensible pronunciation

LC-1.1b uses intonation to express meaning

Fecha / Date: _____

Dear _____,

When you responded to the birthday invitation, I noticed that you ... ☺

I also noticed ...

Next time you may want to try ...

From _____

Día de Juegos / Games Day

Student's Performance Task Description

Your teacher announces that today is Games Day. Choose a game to play, in Spanish, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Principal Outcomes

A-3 To get things done

- A-3.1 guide actions of others**
 - b. give and respond to simple oral instructions or commands
- A-3.3 manage group actions**
 - a. manage turn taking
 - b. encourage other group members to act appropriately

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.2 oral production**
 - a. produce simple oral words and phrases in guided situations

Materials

- A variety of games available for small groups

Alternative Assessment Task

You help to get the Grade 3 students excited about learning Spanish in Grade 4. You go to a Grade 3 class to teach a student the game you learned. You also teach the student some Spanish phrases so he or she can play without using English.

Día de Juegos / Games Day

Performance Task Description

Your teacher announces that today is Games Day. Choose a game to play, in Spanish, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Instructions

1. Play a game with at least two other people.
2. At each turn, say whose turn it is or ask whose turn it is, in Spanish.
3. Use encouraging words, in Spanish, to promote good sportsmanship among players.
4. Switch roles with the other players until all get a chance to keep track of turns and encourage others.

Sample phrases

- *Es mi turno.* / It is my turn.
- *Es tu turno.* / It is your turn.
- *Es su turno.* / It is his or her turn.
- *¿De quién es el turno?* / Whose turn is it?
- *¡Bien hecho!* / Good job!
- *¡Excelente!* / Great!
- *¡Ay! No!* / Too bad!

Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Teacher Checklist
- Peer-assessment Rating Scale

Día de Juegos / Games Day: Self-assessment Rating Scale and Goal Setting

Nombre / Name: _____

Fecha / Date: _____

When playing a game in Spanish, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-3.3a	• ask whose turn it is				
A-3.3b	• tell a group member it is his or her turn				
A-3.3b	• encourage other group members				
A-3.1b	• give simple oral instructions or commands				
A-3.1b	• respond to simple oral instructions or commands				
LC-2.2a	• produce simple words and phrases				
The next time I play a game in Spanish, I ...					

Día de Juegos / Games Day: Teacher Checklist

Nombre / Name: _____

Fecha / Date: _____

The student can ...

Yes Not Yet

A-3.3a • manage turn taking in Spanish

A-3.3b • encourage other group members to act appropriately

LC-2.2a • produce simple words and phrases in Spanish

A-3.1b • give simple oral instructions and commands

A-3.1b • respond to simple oral instructions and commands

Strengths

Challenges



Día de Juegos / Games Day: Teacher Checklist

Nombre / Name: _____

Fecha / Date: _____

The student can ...

Yes Not Yet

A-3.3a • manage turn taking in Spanish

A-3.3b • encourage other group members to act appropriately

LC-2.2a • produce simple words and phrases in Spanish

A-3.1b • give simple oral instructions and commands

A-3.1b • respond to simple oral instructions and commands

Strengths

Challenges

Día de Juegos / Games Day: Peer-assessment Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Compañero(a) / Partner: _____

Criteria	Peer Assessment	Evidence
<p>When we were playing the game, <u>my partner</u> was able to ...</p> <p>A-3.3a</p> <ul style="list-style-type: none"> • manage turn taking in Spanish <p>A-3.3b</p> <ul style="list-style-type: none"> • encourage other group members to act appropriately <p>A-3.1b</p> <ul style="list-style-type: none"> • give simple oral instructions <p>A-3.1b</p> <ul style="list-style-type: none"> • respond to simple oral instructions 	<p>Peer Assessment</p> <p>Consistently Mostly Sometimes Seldom</p>  <p>Consistently Mostly Sometimes Seldom</p>  <p>Consistently Mostly Sometimes Seldom</p>  <p>Consistently Mostly Sometimes Seldom</p> 	<p>I know this because ...</p> <ul style="list-style-type: none"> • • • •
<p>A compliment I could offer my partner would be ...</p>		
<p>Some advice I could offer my partner for next time would be ...</p>		

A Buscar / Scavenger Hunt

Student's Performance Task Description

You and your partner have been given a Spanish word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Principal Outcomes

A-5 To extend their knowledge of the world

- A-5.1 discover and explore**
 - a. explore the immediate environment; e.g., use kinaesthetic, spatial and musical abilities
- A-5.2 gather and organize information**
 - a. gather simple information from a variety of sources
- A-5.3 solve problems**
 - a. experience problem-solving situations in the classroom

Supporting Outcomes

A-1 To impart and receive information

- A-1.1 share factual information**
 - b. identify people, places and things

LC-2 Interpret and produce texts

- LC-2.4 written interpretation**
 - a. understand simple written sentences in guided situations

S-1 Language learning

- S-1.3 social/affective**
 - a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively, brainstorm

Materials

- A series of written and pictorial clues posted around the school
- A mystery word, one letter of which is hidden with each clue

A Buscar / Scavenger Hunt

Performance Task Description

You and your partner have been given a Spanish word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Instructions

1. With your partner, read and follow the first instruction given by the teacher.
2. When you arrive at the location in the school, write down the first letter of the word puzzle. Read and follow the next instruction you find in that location.
3. Continue until you have read the last clue and found the last letter.
4. Return to the classroom to unscramble the letters to form the word.

Sample clues

- *Anda a la biblioteca. / Go to the library.*
- *Anda a la oficina. / Go to the office.*
- *Anda al gimnasio. / Go to the gymnasium.*
- *Anda a la puerta. / Go to the door.*
- *Anda al baño de niñas. / Go to the girls' washroom.*
- *Anda al baño de niños. / Go to the boys' washroom.*
- *Anda a la oficina del director. / Go to the principal's office.*
- *Anda a la sala de música. / Go to the music room.*
- *Anda a la sala de Sra./Sr. _____. / Go to Mrs./Mr. _____'s classroom.*

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

A Buscar / Scavenger Hunt: Self-assessment Rating Scale

Nombre / Name: _____

Fecha / Date: _____

During the Scavenger Hunt, I could ...

Criteria	Always	Sometimes	Usually	Not Yet
A-5.1a • explore my school	•	•	•	•
A-5.2a • gather information from clues	•	•	•	•
LC-2.4a • read clues in Spanish	•	•	•	•
A-5.3a • solve the puzzle, using clues	•	•	•	•
A-1.1b • identify places in the school	•	•	•	•
S-1.3a • work with a partner to solve a puzzle	•	•	•	•

When it came to reading and understanding the clues, I noticed ...

When I was exploring the school for clues, I noticed ...

My partner and I worked together ...

***A Buscar / Scavenger Hunt:
Peer-assessment Rating Scale***

Nombre / Name: _____

Fecha / Date: _____

Compañero(a) / Partner: _____

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-5.2a	<ul style="list-style-type: none"> • gather simple information from the written clues 				
A-5.1a	<ul style="list-style-type: none"> • explore the immediate environment; e.g., find the correct place in the school 				
S-1.3a	<ul style="list-style-type: none"> • work cooperatively with me on this task 				
<p>A compliment I would like to pay you is ...</p>					
<p>Some advice for next time would be ...</p>					
<p>My partner's response to my feedback ...</p>					

A Buscar / Scavenger Hunt: Teacher Rating Scale

Fecha / Date: _____

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	A-5.1a, A-1.1b investigates/identifies school places				A-5.2a, A-5.3a gathers information/solves puzzle				S-1.3a works cooperatively with peers				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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30.													

El Cuestionario ... / And the Survey Says ...

Student's Performance Task Description

You and your classmates have been hired by separate companies in El Salvador to take surveys of the class' preferences and to organize your findings in several different ways.

Principal Outcomes

<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences <ul style="list-style-type: none"> a. express simple preferences
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information <ul style="list-style-type: none"> a. gather simple information from a variety of sources b. organize items in different ways

Supporting Outcomes

<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.1 aural interpretation <ul style="list-style-type: none"> a. understand simple spoken sentences in guided situations <input type="checkbox"/> LC-2.3 interactive fluency <ul style="list-style-type: none"> a. engage in simple interactions, using short, isolated lexical phrases
---	--

Materials

- Visual supports and resources to complete the design of the survey

Alternative Assessment Task

You are going to have an ice-cream sundae afternoon. Your teacher needs to know what toppings he or she should bring to class. Survey your friends, in Spanish, about their favourite ice cream and toppings. Organize the information you receive. Share the results with your teacher and classmates. Enjoy the sundaes!

El Cuestionario ... / And the Survey Says ...

Performance Task Description

You and your classmates have been hired by separate companies in El Salvador to take surveys of the class' preferences and to organize your findings in several different ways.

Instructions

1. Choose a theme for your survey; e.g., food, sports, subjects, objects, animals.
2. Design a survey that asks people which of two choices they prefer or like; e.g., "*¿Te gusta el hockey o el fútbol?*" / "Do you like hockey or soccer?"
3. Include at least three sets of choices.
4. Draw a picture and label each choice.
5. Orally survey at least three people.
6. Orally answer at least three other people's surveys.
7. When your survey is complete, organize your information in at least two different ways; e.g., a bar graph, pictograph, Venn diagram, report, poster.
8. Share your information with your classmates.

Evaluation Tools

- Self-assessment Checklist
- Teacher Rating Scale
- Observation Checklist

El Cuestionario ... / And the Survey Says ...: Self-assessment Checklist

Nombre / Name: _____

Fecha / Date: _____

Teacher Notes

El Cuestionario ... / And the Survey Says ...: Teacher Rating Scale

Fecha / Date: _____

4 = consistently

3 = usually

2 = sometimes

1 = rarely

Student	A-2.1a expresses preferences	A-5.2a gathers information	A-5.2b organizes information	LC-2.1a understands spoken Spanish	LC-2.3a speaks in Spanish	Follow-up Needed Yes/No
	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
1.						
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Considerations for future planning

El Cuestionario ... / And the Survey Says ...: Observation Checklist

Fecha / Date:

Criteria: A-5.2a, A-5.2b The student gathers and organizes information

Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

El Reportero / Reporter

Student's Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Spanish and to report your findings to an audience who may not understand that language.

Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.4 explore opinions and values a. listen attentively to the opinions expressed b. respond sensitively to the ideas and creations of others
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> GC-3.1 the Spanish-speaking world and cultures a. identify reasons for learning Spanish

Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., seek information through a variety of sources <input type="checkbox"/> S-3.2 metacognitive a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task
-----------------------------	--

Materials

- Access to resources, e.g., written, audiovisual, Internet, human, that explain reasons for learning Spanish

Alternative Assessment Task

You are advertising your school. Your assignment is to prepare a poster for your school's Open House about its exciting Spanish language and culture program. Discuss why it is important to know Spanish.

El Reportero / Reporter

Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Spanish and to report your findings to an audience who may not understand that language.

Instructions

1. Explore the different reasons for learning Spanish by using various resources.
2. Choose a method to report your findings; e.g., write an article; conduct an interview; make a poster; create a song, rhyme or skit.
3. Present your findings to your classmates.

Evaluation Tools

- Self-assessment and Student/Teacher Rating Scale
- Teacher Rating Scale
- Peer Assessment

El Reportero / Reporter:
Self-assessment and Student/Teacher Rating Scale

Nombre / Name: _____

Fecha / Date: _____

El Reportero / Reporter: Self-assessment

Criteria	My Plan
S-3.2a • make a plan, in advance , for my research	<input type="checkbox"/> Before I start ... <input type="checkbox"/> During my research ... <input type="checkbox"/> After I have gathered my information ...
Criteria S-3.1a • seek information from a variety of sources	<input type="checkbox"/> Human <input type="checkbox"/> Text <input type="checkbox"/> Internet <input type="checkbox"/> Audiovisual <input type="checkbox"/> Other
Criteria GC-3.1a • identify reasons for learning Spanish	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

El Reportero / Reporter: Student/Teacher Rating Scale

HOW DID I DO?

4 (Excellent) **3** (Very good) **2** (Satisfactory) **1** (Incomplete)

Assessor	My Plan	Resources	Reasons	Comments
Me				
My Teacher				

El Reportero / Reporter: Teacher Rating Scale

Fecha / Date: _____

4 = excellent**3 = very good****2 = satisfactory****1 = incomplete**

Student	GC-3.1a identifies reasons for learning				S-3.1a uses a variety of sources				S-3.2a makes a plan in advance				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
1.													
2.													
3.													
4.													
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El Reportero / Reporter: Peer Assessment

Nombre / Name: _____

Fecha / Date: _____

Compañero(a) / Partner: _____

Criteria: A-5.4a listen attentively to the opinions of others

You gave reasons why we should learn Spanish. These are the ones I heard ...

Presenter's Response: When I read your comments, I ...

Criteria: A-5.4b respond sensitively to the ideas and creations of others

The best reason you gave for learning Spanish was ...

A compliment I would like to pay you is ...

A piece of advice I could give you for next time is ...

Presenter's Response: When I read your comments, I ...

Somos Creativos / Be Creative

Student's Performance Task Description

You belong to a Spanish children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Principal Outcomes

<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun <ul style="list-style-type: none"> a. use the language for fun; e.g., learn simple riddles, jingles and humorous songs <input type="checkbox"/> A-6.2 creative/aesthetic purposes <ul style="list-style-type: none"> a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language <input type="checkbox"/> A-6.3 personal enjoyment <ul style="list-style-type: none"> a. use the language for personal enjoyment; e.g., sing "Happy Birthday"
--	---

Supporting Outcomes

<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.7 representation <ul style="list-style-type: none"> a. use visuals and other forms of nonverbal communication to express meaning in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> S-1.1 cognitive <ul style="list-style-type: none"> a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions, learn a short song or rhyme
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive <ul style="list-style-type: none"> a. use simple productive strategies, with guidance; e.g., use familiar repetitive patterns

Materials

- Words and music to familiar songs or rhymes; e.g., "Old MacDonald", "Head and Shoulders", "One Potato, Two Potato"
- Access to thematic vocabulary to substitute words

Alternative Assessment Task

Your group performs the new song or rhyme at a school concert or parent night, to a different grade during class time or at a school assembly.

Somos Creativos / Be Creative

Performance Task Description

You belong to a Spanish children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Instructions

1. With your group, choose a well-known Spanish song or rhyme with a repetitive pattern.
2. Change some of the words.
3. Make up gestures or actions to go along with your creation.
4. Perform your new Spanish song or rhyme for your classmates and then teach it to them.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

Somos Creativos / Be Creative: Self-assessment Rating Scale

Nombre / Name: _____

Fecha / Date: _____

In this task, I could ...	Yes	Getting There	Not Yet
A-6.1a • use Spanish for fun I know this because ...			
A-6.2a • use Spanish creatively I know this because ...			
A-6.2a • create a new song or rhyme in Spanish I know this because ...			
A-6.3a • use Spanish for personal enjoyment I know this because ...			
S-1.1a • perform actions to match the words of a song or rhyme I know this because ...			
S-2.3a • use patterns from a familiar song or rhyme in my creation I know this because ...			

Some advice that I would give to others performing this task is ...

Somos Creativos / Be Creative: Peer-assessment Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Compañeros(as) / Partners: _____

The group could ...		Yes	Getting There	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none">use Spanish creatively and for fun				
S-1.1a	<ul style="list-style-type: none">perform actions to match the words of their song or rhyme				
S-2.3a	<ul style="list-style-type: none">repeat a pattern in their song or rhyme				

Something I really liked about your song or rhyme ...

Some advice for next time would be ...

Somos Creativos / Be Creative: Teacher Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-6.1a • uses Spanish for fun	●	●	●	●
A-6.2a • uses Spanish creatively	●	●	●	●
A-6.3a • uses Spanish for personal enjoyment	●	●	●	●
LC-2.7a • uses visuals, gestures and/or actions to express meaning	●	●	●	●
S-2.3a • uses patterns to create new songs or rhymes	●	●	●	●

Comments

Celebremos / Let's Celebrate

Student's Performance Task Description

Your class is helping to prepare an important Spanish cultural celebration. Guests will be invited to share elements of Spanish culture. During the celebration, you will participate in the activities and ask questions to learn more about the culture in Spanish-speaking countries. Then, find what elements of Spanish culture are present in the classroom.

Principal Outcomes

<p><i>GC-1 Historical and contemporary elements of the cultures of the Spanish-speaking world</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> GC-1.1 accessing/analyzing cultural knowledge <ul style="list-style-type: none"> b. ask questions, using English, about cultural elements experienced in class <input type="checkbox"/> GC-1.2 knowledge of the cultures of the Spanish-speaking world <ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world <input type="checkbox"/> GC-1.3 applying cultural knowledge <ul style="list-style-type: none"> a. recognize elements of the cultures of the Spanish-speaking world in the classroom <input type="checkbox"/> GC-1.4 diversity within the cultures of the Spanish-speaking world <ul style="list-style-type: none"> a. experience diverse elements of the cultures of the Spanish-speaking world <input type="checkbox"/> GC-1.5 valuing the cultures of the Spanish-speaking world <ul style="list-style-type: none"> a. participate in cultural activities and experiences
<p><i>GC-2 Affirming diversity</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> GC-2.3 awareness of own culture <ul style="list-style-type: none"> a. explore similarities between their own culture and other cultures

Supporting Outcomes

<p><i>S-3 General learning</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> S-3.1 cognitive <ul style="list-style-type: none"> a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask questions
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Celebremos / Let's Celebrate

Performance Task Description

Your class is helping to prepare an important Spanish cultural celebration. Guests will be invited to share elements of Spanish culture. During the celebration, you will participate in the activities and ask questions to learn more about the culture in Spanish-speaking countries. Then, find what elements of Spanish culture are present in the classroom.

Instructions

1. Brainstorm and write down some elements of the Spanish culture you may learn about during the celebration.
2. Prepare questions about what you would like to learn about the Spanish culture. Use these questions to guide your research.
3. Think about elements of the Spanish culture and identify where you see evidence of these elements in the classroom.

Evaluation Tools

- Student Graphic Organizer and Teacher Rating Scale
- Teacher Rating Scale
- Self-assessment

Celebremos / Let's Celebrate: Student Graphic Organizer

Nombre / Name: _____

Fecha / Date: _____

Criteria	Questions I Could Ask	What I Found Out	Looks Like ... (draw a picture)
S-3.1a, GC-1.1b • ask key questions about culture			
GC-1.1b, GC-1.2a, GC-1.4a, GC-1.5a • participate in cultural activities			
GC-2.3a • explore similarities between my culture and other cultures			

Celebremos / Let's Celebrate: Teacher Rating Scale

Criteria	Yes	Getting There	Not Yet
GC-1.5a • participate in cultural activities			
GC-2.3a • explore similarities between your culture and other cultures			

Celebremos / Let's Celebrate: Teacher Rating Scale

Fecha / Date: _____

3 = enthusiastically

2 = passively

1 = only when encouraged

Student	GC-1.5a participates in cultural experiences			GC-1.4a experiences diverse elements of culture			GC-1.1b asks questions to aid research			Planning Considerations
	3	2	1	3	2	1	3	2	1	
1.										
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Celebremos / Let's Celebrate: Self-assessment

Nombre / Name: _____

Fecha / Date: _____

Elements of Culture	Evidence in the Classroom (GC-1, GC-2.3a)
Greetings	⇒
Expressions	⇒
Food	⇒
Dress	⇒
Oral Language	⇒
Written Language	⇒
Holidays	⇒
Family	⇒
Traditions	⇒
Music	⇒
Relationships	⇒
_____	⇒

¿Cuál es la Diferencia? / Can You Tell the Difference?

Student's Performance Task Description

Someone who does not speak Spanish has asked how you can tell the difference between Spanish and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.1 awareness of own language(s) a. make connections between their own language(s) and Spanish

Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology a. pronounce some common words and phrases comprehensibly
	<input type="checkbox"/> LC-1.2 orthography a. name the letters of the Spanish alphabet
<i>S-1 Language learning</i>	<input type="checkbox"/> S-1.1 cognitive a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds, make a personal dictionary, look for patterns
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.2 interpretive a. use simple interpretive strategies, with guidance; e.g., gestures, intonation and visual supports
<i>S-3 General learning</i>	<input type="checkbox"/> S-3.3 social/affective a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help

Materials

- Copies of sample personal dictionaries and pronunciation guides

Alternative Assessment Task

You are given a short text, e.g., a travel brochure, movie listing or menu, to read in Spanish. You do not know all the words. Explain how you used clues, e.g., seeing the similarities with English, to get the information you need.

¿Cuál es la Diferencia? / Can You Tell the Difference?

Performance Task Description

Someone who does not speak Spanish has asked how you can tell the difference between Spanish and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Instructions

1. Choose Spanish words that you would like to include in your personal dictionary. Comment on how they are similar to or different from the equivalent words in your first language.
2. Choose several Spanish sounds; e.g., vowel sounds, consonants.
3. Explain, in your first language, how to pronounce the sounds. Give examples of words that have those sounds and then comment on whether those sounds exist in your first language.
4. Evaluate how well you are able to pronounce those sounds and how you could improve your pronunciation.

Evaluation Tools

- Graphic Organizer and Self-assessment Rating Scale
- Pronunciation Guide and Self-assessment
- Self-assessment

¿Cuál es la Diferencia? / Can You Tell the Difference?: Graphic Organizer and Self-assessment Rating Scale

Nombre / Name:

Fecha / Date:

¿Cuál es la Diferencia? / Can You Tell the Difference?: Graphic Organizer

Word in Spanish	Word in My First Language	How Words Are Similar or Different (GC-2.1a)	How I Can Remember This Word in Spanish (S-1.1a)

¿Cuál es la Diferencia? / Can You Tell the Difference?: Self-assessment Rating Scale

I am able to ...	Yes	Getting There	Not Yet
GC-2.1a • explain how words in both languages are similar or different I know this because ...			
S-1.1a • choose a variety of strategies to help remember words in Spanish I know this because ...			
In the future, when I am comparing words in both languages, I will ...			

**¿Cuál es la Diferencia? / Can You Tell the Difference?:
Pronunciation Guide and Self-assessment**

Nombre / Name: _____

Fecha / Date: _____

**¿Cuál es la Diferencia? / Can You Tell the Difference?:
Pronunciation Guide**

Sound in Spanish (LC-1.2a)	Word with This Sound in Spanish (GC-2.1a)	Does This Sound Exist in English? Explain. (GC-2.1a)	How Well I Pronounce This Sound (LC-1.1a)		
			Great	Good	Still Working on It

**¿Cuál es la Diferencia? / Can You Tell the Difference?:
Self-assessment**

One of the sounds, in Spanish, that I find easiest to pronounce is _____ because ...

One of the sounds, in Spanish, that I find difficult to pronounce is _____ because ...

¿Cuál es la Diferencia? / Can You Tell the Difference?:
Self-assessment

Strategies to Use to Remember Words and Sounds in Spanish

Nombre / Name: _____

Fecha / Date: _____

Strategy	How This Strategy Helps Me
LC-1.1a • imitate sounds	
S-2.2a • use nonverbal cues (e.g., facial expressions, gestures)	
S-2.2a • use visual supports (e.g., posters, pictures, books)	
S-2.2a • use intonation of voice	
S-3.3a • seek help from others	
GC-2.1a • compare Spanish to my first language	

The strategy that best helps me remember words and sounds in Spanish is ...

Because ...

A strategy I would like to try to use more often is ...

Tantos Idiomas / Languages Galore

Student's Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information a. gather simple information from a variety of sources b. organize items in different ways
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.2 general language knowledge a. explore the variety of languages spoken by those around them <input type="checkbox"/> GC-2.3 awareness of own culture a. explore similarities between their own culture and other cultures

Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask key questions
-----------------------------	--

Materials

- Access to people from different cultures who speak different languages
- A brainstormed list of possible questions and the elements necessary to explore languages and cultures

Tantos Idiomas / Languages Galore

Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Instructions

1. Identify several people around you who speak different languages; e.g., friends, their families, your family, teachers, classmates, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
2. Choose from a brainstormed list of questions and interview these people about their language; e.g., What is the name of the language? In what countries is this language spoken?
3. Note any similarities between words in the languages; e.g., sounds, spelling, meaning.
4. Choose from a brainstormed list of questions and interview these people about their culture; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
5. Note any similarities between your culture and others.
6. Share your findings with your classmates.

Evaluation Tools

- Self-assessment
- Self-assessment and Teacher Feedback
- Self-assessment and Peer-assessment Rating Scale

Tantos Idiomas / Languages Galore: Self-assessment

Nombre / Name: _____

Fecha / Date: _____

An interview with ...			
Name: _____		Relationship to me _____	
Criteria	Questions I Could Ask	Answers I Received	How Well Did I Listen? very well/could do better
S-3.1a • ask key questions to guide my research			
GC-2.2a • explore the variety of languages around me			
GC-2.2b, S-3.1a • identify similarities and differences among languages			
GC-2.3a • explore similarities between my culture and other cultures			
The most important thing I learned was ...		If I had more time, I would like to learn more about ...	

***Tantos Idiomas / Languages Galore:
Self-assessment and Teacher Feedback***

Nombre / Name: _____

Fecha / Date: _____

Words in One Language	Words in Other Languages	GC-2.2b Explanation of the Similarities in Words between Languages
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
Student: The most interesting thing I learned about similarities between languages was ...		
Teacher: I noticed ...		

Tantos Idiomas / Languages Galore: Self-assessment

GC-2.3a Exploring Similarities in Cultures

Nombre / Name: _____

Fecha / Date: _____

In my culture, I ...	In the other culture, they ...	What is similar in both is ...
Please notice ...		

Tantos Idiomas / Languages Galore: Peer-assessment Rating Scale

Criteria: I noticed that you ...	Yes	Getting There	Not Yet
GC-2.3a explored a variety of similarities between cultures			
A-5.2a gathered and organized information about these similarities			
I would like to compliment you on ...			
Some advice for next time would be ...			

Celebración de Culturas / Cultures Galore

Student's Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.3 awareness of own culture <ul style="list-style-type: none"> a. explore similarities between their own culture and other cultures <input type="checkbox"/> GC-2.4 general cultural knowledge <ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of different cultures
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> GC-3.2 cultural and linguistic diversity <ul style="list-style-type: none"> a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures

Supporting Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information <ul style="list-style-type: none"> a. gather simple information from a variety of sources b. organize items in different ways
---	---

Materials

- Objects necessary to illustrate aspects of culture
- Access to people from different cultures

Alternative Assessment Task

Your school is having an event to celebrate multiculturalism. You and your classmates give reasons to participate in this event. These reasons are compiled in a multimedia presentation and shown at the entrance of the event for all participants to see.

Celebración de Culturas / Cultures Galore

Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Instructions

1. Think of and present reasons why the class should participate in activities that reflect elements of different cultures. Record your ideas on the chart provided.
2. Choose an aspect of your culture to share with your classmates; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
3. Invite several other people to share aspects of their culture; e.g., friends, their families, your family, teachers, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
4. Note any similarities between your culture and others by writing them on the comparison chart.

Evaluation Tools

- Self-assessment Rating Scale and Teacher Feedback
- Comparison Chart and Self-assessment/Teacher Feedback
- Rating Scale

Celebración de Culturas / Cultures Galore:
Self-assessment Rating Scale and Teacher Feedback

Nombre / Name: _____

Fecha / Date: _____

Celebración de Culturas / Cultures Galore:
Self-assessment Rating Scale

In celebrating my culture and others ...	Wow!	Yes	Okay	Not Yet
GC-3.2a • I gave a variety of reasons about why it is important to participate in cultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-3.2a • My ideas were well supported by a variety of facts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-5.2b • My ideas were well organized, presented and understood by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-2.4a • I actively participated in a variety of cultural activities presented in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-2.3a • I can understand and explain similarities between other cultures and my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When I think about similarities between other cultures and my own, I ...

If I could participate in similar cultural activities again, I would like to

Because ...

Celebración de Culturas / Cultures Galore: Teacher Feedback

Wow!	Yes	Yes, but ...	No, but ...
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the criteria above, I ...

Celebración de Culturas / Cultures Galore: Comparison Chart and Self-assessment/Teacher Feedback

Nombre / Name: _____

Fecha / Date: _____

Celebración de Culturas / Cultures Galore: Comparison Chart

GC-2.3a In celebrating my culture and others, I noticed these similarities ...

Element of Culture	Celebrated by	Name of Culture	Similarities with My Culture
_____	_____	_____	_____
Details _____ _____	_____	_____	_____
_____	_____	_____	_____
Details _____ _____	_____	_____	_____
_____	_____	_____	_____
Details _____ _____	_____	_____	_____
_____	_____	_____	_____

Celebración de Culturas / Cultures Galore: Self-assessment/Teacher Feedback

STUDENT: GC-2.3a An important thing I learned by exploring similarities between other cultures and my own is ...

GC-2.4a For me, an important reason to participate in activities involving culture is ...

TEACHER: GC-2.3a When exploring similarities between cultures, I noticed that you ...

A suggestion I would like to offer you is ...

Celebración de Culturas / Cultures Galore:
Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Student	Teacher
GC-3.2a These are the reasons I think it is important to participate in cultural activities ...	Quality of Reasons Wow! Yes Okay Not Yet Compelling Developed Stated Confusing
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
Student When you read my reasons, please notice ...	

Sugerencias / Survival Guide

Student's Performance Task Description

A new student is considering studying Spanish and has asked you for advice about how to survive and adapt to the Spanish classroom. You have decided to put your ideas together into a survival guide for students.

Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.6 intercultural skills a. adapt to new situations
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Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> S-3.2 metacognitive a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon how you learn
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Materials

- A brainstormed list of ideas about strategies used to adapt to the Spanish-language classroom

Sugerencias / Survival Guide

Performance Task Description

A new student is considering studying Spanish and has asked you for advice about how to survive and adapt to the Spanish classroom. You have decided to put your ideas together into a survival guide for students.

Instructions

1. Reflect on your experiences as a second-language learner.
2. Think about strategies and experiences that helped you adapt to, and be successful in learning, the language and culture of Spanish-speaking countries. Think of specific examples.
3. Think about strategies and experiences that you feel were not as helpful; e.g., being afraid to make mistakes. Think of specific examples.
4. Discuss your ideas with your classmates and make a list of your ideas.
5. Compile your ideas and examples into a survival guide that will help others adapt to the Spanish classroom. You may choose to write a letter or make a poster, brochure or checklist.

Evaluation Tools

- Self-assessment Rating Scale
- Peer Assessment
- Teacher Rating Scale

***Sugerencias / Survival Guide:
Self-assessment Rating Scale***

Nombre / Name: _____

Fecha / Date: _____

In this task, I could...	Yes	Getting There	Not Yet
GC-2.6a • give advice to a new student on how to adapt to the Spanish-language classroom I know this because ...			
S-3.2a • share specific examples of the strategies and experiences that were successful in helping me adapt to learning Spanish I know this because ...			
S-3.2a • share specific examples of the strategies and experiences that did not help me adapt to learning Spanish I know this because ...			
S-3.2a When I think about how I learn Spanish, I can say that I ...			

Sugerencias / Survival Guide: **Peer Assessment**

Nombre / Name: _____

Fecha / Date: _____

I am giving my feedback to: _____

My reflections on your work

GC-2.6a

- on adapting to the Spanish-language classroom ...

A compliment ...

Some advice for next time ...

Student Response to Peer Assessment

Nombre / Name: _____

	When I read my peer's comments on my work ...
S-3.2a	<ul style="list-style-type: none">• I realize that I was successful at ...
S-3.2a	<ul style="list-style-type: none">• I have learned that next time I could ...

Sugerencias / Survival Guide: Teacher Rating Scale

Nombre / Name: _____

Fecha / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
GC-2.6a • adapts to new situations	●	●	●	●
S-3.2a • reflects on successful learning strategies	●	●	●	●
S-3.2a • reflects on less successful learning strategies	●	●	●	●
Comments				